



Lancers[®]
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School



CAS Handbook

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The Aims of CAS

“CAS complements a challenging academic programme in a holistic way, providing opportunities for ***self-determination, collaboration, accomplishment and enjoyment***”

The CAS programme aims to develop students who:

1. Enjoy and find significance in a range of CAS experiences
2. Purposefully reflect upon their experiences
3. Identify goals, develop strategies and determine further actions for personal growth
4. Explore new possibilities, embrace new challenges and adapt to new roles
5. Actively participate in planned, sustained, and collaborative CAS projects
6. Understand they are members of local and global communities with responsibilities towards each other and the environment.

The Nature of CAS

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.



- **Creativity:** arts, and other experiences that involve creative thinking.
- **Activity:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

Duration of CAS program

The CAS program begins at the start of DP and continues regularly, on a weekly basis, for at least 18 months, with a reasonable balance between C, A, S elements.

CAS Learning Outcomes

LO 1 Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

LO 3 Demonstrate how to initiate and plan a CAS experience

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on previous experience, or by launching a new idea or process.

LO 4 Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in CAS.

LO 5 Demonstrate the skills and recognize the benefits of working collaboratively

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 6 Demonstrate engagement with issues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

LO 7 Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Types of CAS Activities / Projects

1. Long Term Projects

The long term projects can be quarterly or yearly like learning musical instrument, spreading awareness through different mediums etc.

2. Short term Projects

The short term projects can be just one day-long activity like running a Marathon on a particular day or visiting an Orphanage or an Old Age home.

3. One month project

A CAS project is a one month programme, that challenges students to take initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. CAS projects can address any single strand of CAS, or combine two or all three strands.

Examples of CAS experiences

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children at a community center
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym program	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need

Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
Drama production	Rugby	Implement a recycling programme
Journalism	Soccer	Create a petition to present to local government
Making a short documentary	Tournament participation	Work in an orphanage with regularity
Music/band	Surfing	Create awareness for a non-governmental organization (NGO)
Learning an instrument	Swimming	Be a student council representative
Art lessons	Trekking	Provide peer tutoring to junior students
Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
Talent show	Tennis	Take an active role in a community club
Editor of the Economics Society newsletter	Yoga course	Translation and administration work at an organization helping people with obtaining asylum

CAS Activity/project stages



Approval of CAS activity/project:

All the activities should be approved by the CAS coordinator before it starts. The five CAS stages are as follows:

1. Investigation

Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose of their CAS experience. In the case of service, students identify a need they want to address.

2. Preparation

Students clarify roles and responsibilities, develop a plan of action to be taken, identify specific resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. Action

Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

4. Reflection

Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. Demonstration

Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke a response from others

CAS portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. It is advised that students update their CAS portfolio(on Managebec) immediately after the activity or project is completed.

CAS interview

The CAS coordinator appoints CAS advisors and the students remain in constant touch with the CAS advisors. There are three scheduled CAS interviews that take place across the length of the CAS program i.e. 18 months across the 2 years of Diploma Program.

The first interview takes place at the beginning of the CAS programme, the second at the end of the first year, and the third interview takes place at the end of the CAS programme.

During the three scheduled CAS interviews, the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. If any concerns arise, especially on whether a student will successfully complete CAS, these should be noted in the CAS portfolio and appropriate action taken at the earliest opportunity. The CAS coordinator/adviser checks the CAS portfolio regularly. Specific purposes of these CAS interviews are listed here below:

The purpose of the first interview is to:

1. gauge the student's understanding of CAS
2. find out the interests of the student
3. discuss the student's plans for CAS experiences
4. review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might achieve these outcomes
5. ensure the student is aware of ways to gather evidence of CAS.

Sample Questions:

1. What do you most hope to achieve from CAS?
2. What are your main interests? How can you incorporate these interests into your CAS programme?
3. What would you enjoy doing for creativity? Activity? Service?

The purpose of the second interview is to:

1. Discuss advancements in the student's engagement with CAS
2. Provide oversight regarding the student's progress towards fulfilling CAS requirements
3. Discuss the collection of CAS evidence
4. Provide the opportunity for the student to verbally reflect on his or her CAS involvement.

Sample Questions:

1. What has been most enjoyable and beneficial for you thus far in CAS?
2. What have been the biggest challenges for your CAS involvement, and how have you overcome them?
3. What have you learned from your involvement in CAS?

The purpose of the third interview is:

1. For students to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme.
2. The student can reflect on personal growth from multiple perspectives including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how this experience might impact future choices and actions.
3. The students should mention how it all leads to self-evaluation regarding what has been beneficial that may truly lead to lifelong integration of creativity, activity and service.

Sample Questions:

1. Did you manage to reach your goals?
2. What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.
3. How did you improve and develop your planning skills?

CAS Timeline:

CAS orientation	August, year 1
1st CAS Interview	30th August, year 1
2nd CAS Interview	30th August, year 2
3rd CAS Interview	10th April, year 2
CAS Completion (Final Portfolio Submission)	10th April, year 2

CAS Reflection

Reflection enables student's learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Reflection is:

1. Honest and personal
2. Done in many different ways
3. Sometimes difficult, sometimes easy and sometimes creative
4. Building self-awareness
5. Necessary for learning: what I did, combined with how I felt
6. Helpful for planning
7. Done alone or with others
8. About thoughts, feelings, and ideas and adding perspective.

Reflection is not:

1. Forced, right or wrong, good or bad, marked or graded
2. Copying what someone else said
3. Predictable and to be judged by others
4. Only a summary of what happened
5. Done to please someone else or a waste of time
6. Only written, only discussion and only led by teachers.

Responsibilities of the CAS student

1. To approach CAS with a proactive attitude
2. To develop a clear understanding of CAS expectations and the purpose of CAS
3. To explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
4. To determine personal goals
5. To discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
6. To understand and apply the CAS stages where appropriate
7. To take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
8. To become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
9. To maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
10. To understand the reflection process and identify suitable opportunities to reflect on CAS experiences
11. To demonstrate accomplishments within their CAS programme.
12. To communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
13. To ensure a suitable balance between creativity, activity and service in their CAS programme
14. To behave appropriately and ethically in their choices and behaviors.

The CAS Advisor's Responsibilities

1. It is vital for CAS advisers to have sufficient contact time with students.
2. To educate students on all aspects of the CAS programme.
3. To educate students on the meaning and purpose of the CAS learning outcomes.
4. To assist students with clarifying and developing the attributes of the IB learner profile.
5. To support students in understanding ethical concerns and international-mindedness.
6. To develop purposeful reflection skills through individual interviews, group discussions and teaching strategies.
7. To provide feedback on student reflections.
8. To assist students in identifying personal and group goals.
9. To meet with a CAS student regularly to discuss goals and achievements.
10. To provide ongoing guidance and support to students.
11. To monitor the range and balance of experiences undertaken by individuals.
12. To advise and monitor progress towards meeting the CAS learning outcomes.
13. To periodically review students' CAS portfolios.
14. To meet with a CAS student in three formal documented interviews.

Responsibilities of CAS coordinator

1. To familiarize students, colleagues, parents and the wider community with CAS.
2. Promote the importance of CAS to students, colleagues, parents and the wider community.
3. Identify safety issues (risk assessment and child protection).
4. Develop a school-specific CAS handbook and resources.
5. Administer the CAS budget.
6. Manage CAS records and reports.
7. Periodically engage in interviews with students.
8. Report on student progress to school and parents.
9. Promote and publicize student achievements in CAS.
10. Develop and maintain CAS policy statements.
11. Provide leadership for the CAS team.
12. Provide professional development and supervise CAS advisers where appropriate.
13. Inform and work with CAS supervisors where appropriate.
14. Ensure consistency across the programme through ongoing contact with CAS advisers and supervisors.
15. Inform and work with outside providers in their involvement in CAS experiences
16. Report completion/non-completion of CAS to the IB on IBIS.

Adding CAS experience and reflection on Managebac

- Click on Menu and select your year group.
- Click on the CAS tab.
- Click on your name.

The screenshot shows the Managebac interface for the IB DP Class of 2022 (DP Year 1). The sidebar on the left lists various navigation options under 'GENERAL' and 'ACADEMICS'. The top header includes a search bar, user profile (Preeti Verma), and links to Legacy PYP, Launchpad, and Help & Support. The main content area is titled 'IB DP Class of 2022 (DP Year 1)' and has tabs for Overview, Plans, CAS, Extended Essay, Messages, Calendar, Files, and Members. The 'CAS' tab is selected, showing a table of student experiences. The table has columns for Outcomes, Reflections & Evidence, and Interviews. A 'New Changes' indicator is visible next to Bansal, Gia. The right sidebar contains buttons for 'Mark All Experiences Approved', 'Generate Reports', 'Manage E-mail Reminders', and 'Submit Term CAS Evaluation'. Below these are sections for 'New Changes' and 'Reference Guides'.

Student	Outcomes	Reflections & Evidence	Interviews
Lalit Harutyunyan			
Agarwal, Sushant Krishna	0	9	0
Bansal, Gia	0	0	0
Bhardwaj, Asmita	0	6	0
Dangi, Devanshu	0	1	0
Dhamija, Shivangi	0	1	0
Gambhir, Bani	0	0	0
Gonsalves, Chez	2	1	0
Melhotra, Aarjav	0	0	0
Sharma, Rishika	0	1	0

Click on Add CAS Experience.

- Write your Experience name. For example: Learning Guitar
- Update the information according to the activity.

The screenshot shows the ManageBac interface for the IB DP Class of 2022 (DP Year 1). The left sidebar contains a 'Menu' and 'Lancers International School' header. The main content area is titled 'IB DP Class of 2022 (DP Year 1)' and has tabs for Overview, Plans, CAS, Extended Essay, Messages, Calendar, Files, and Members. The 'CAS' tab is active, showing a profile for Syed Abbas Rizvi with a CAS icon and the text 'Creativity, Activity & Service'. Below this is a 'ManageBac Help Center Video' titled 'CAS Quickstart Video'. On the right, there is a sidebar with a 'Quick Add' button, a 'Reviewing 10 of 30 Students' section, and a 'CAS Progress' section showing 'To Be Determined' and a 'CAS Advisor' dropdown. A 'Legend' section on the far right lists 'Approved', 'Completed', 'Rejected', 'Needs Approval', and 'CAS Project' with corresponding icons.

The screenshot shows the 'New Experience' form in the ManageBac interface. The left sidebar is the same as the previous screenshot. The main content area is titled 'IB DP Class of 2022 (DP Year 1)' and has tabs for Overview, Plans, CAS, Extended Essay, Messages, Calendar, Files, and Members. The 'CAS' tab is active, showing a 'New Experience' form. The form includes fields for 'Experience Name*', 'Start date*', 'End date*', 'Supervisor Name', 'Supervisor Title', 'Supervisor E-mail', and 'Supervisor contact number'. There are checkboxes for 'CAS Project', 'Ongoing', 'School-based', 'Community-based', and 'Individual'. A 'Strands' section lists 'Creativity', 'Activity', and 'Service' with associated hour counts. A 'Type of Service Action' section lists 'Direct', 'Indirect', 'Advocacy', and 'Research'. A 'Description and Goals' text area is at the bottom. A 'Please select your targeted learning outcomes' section lists 'Strength & Growth', 'Initiative & Planning', 'Collaborative Skills', 'Ethics of Choices & Actions', 'Challenge & Skills', 'Commitment & Perseverance', and 'Global Engagement'. A 'Add CAS Experience' button is at the bottom right, with a 'Cancel' link next to it. A sidebar on the right contains a text box explaining that a CAS experience must be at least one month's duration and challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

- Click on the activity you created.

The screenshot shows the Lancers International School CAS interface. The main content area displays the 'IB DP Class of 2022 (DP Year 1)' page. The 'CAS' tab is selected, and the activity 'Create posters to advocate for a cause' is shown. The page includes a sidebar with navigation options, a top header with search and user info, and a right sidebar with student details and progress.

- Click on reflections and evidence tab.
- Click on Add reflection and evidence.
- Write reflections in detail.

The screenshot shows the Lancers International School CAS interface. The main content area displays the 'IB DP Class of 2022 (DP Year 1)' page. The 'Reflections & Evidence' tab is selected, and the activity 'Create posters to advocate for a cause' is shown. The page includes a sidebar with navigation options, a top header with search and user info, and a right sidebar with student details and progress.

CAS in Lancers International School

Week without walls in Koti Shimla



Students doing morning exercises



Students involved in various adventurous activities



Student painted village school walls



Survival technique and team building games



Various adventurous activities



Teaching in an NGO to promote Primary education



Visit to old age home



Organised sports day for underprivileged students in Lancers



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